

CHAPTER I

INTRODUCTION

In this chapter, the writer describes the research background, research problems, research objectives, research significance, scope of limitation, and also definition of the key terms.

1.1 Research Background

Learning vocabulary is an important aspect to learn English. As stated by Bakhs (2016), to learn any language, the basic part and the key element is vocabulary understanding. Students are required to memorize many vocabularies in learning English. The more students learn the vocabulary, the more they increase their understanding in English. Therefore, teachers have to create fun atmosphere in vocabulary class. One of the best ways to create fun atmosphere in the class is using teaching media. Teachers should use teaching media in the learning of vocabulary to make the learning process more successful. One of teaching media that the teachers can use is games.

Teaching using games is one of the alternative ways to teach vocabulary. As stated by Petrovic (2014), teaching using games can be used because games are fun, and fun can be educational. According to Ludewig and Swan (2007) games are fun and motivating. Although students are given difficult tasks, if those tasks are in the context of game, they willingly engage themselves in it. The students need to use the language and repeat patterns which will help in developing and improving their

skills. Reviewing and repeating new words are what the students need to do in learning vocabulary. Of course, it is not easy for the students, especially if the words they are learning are seldom used. To make vocabulary learning more successful, students must enjoy the learning process and must be directly involved. That is the reason why games are a good way to practice language (Lorenzutti, 2002).

One kind of the games that could be implemented in teaching vocabulary as media is board games. Board game is one kind of games which is played on the specific board. This kind of game is played by using dice or pawn (Tirtouotomo, 2015). Board games have some advantages and disadvantages. The advantages of board games are explained by Chang (2016). He stated that board games learning make the students enjoy the teaching and learning process. This situation makes the teacher feel at ease in the teaching and learning process when the students are cooperated and coordinated. Although board games have some advantages, they also have disadvantages. Chang (2016) also stated that board games are not perfect. English teachers need more time to prepare the design of the board games because the games have to be suitable with the learning context. The teachers also have to control the class, make sure that the class is not chaotic while the students are having fun. The number of students in the class must be considered, too large or too small the number of the students can disrupt the course of the game. Those are the advantages and the disadvantages of board games.

Board game that is used in this research is called “What You Might Find” board game. The board game “What You Might Find” provides students with an opportunity to learn the meaning of modal auxiliary “might” and challenge the students to think creatively about possibilities of what might be in the various locations in the game (Bureau of Educational and Cultural Affairs United States Department, 2013). It is almost similar to the scrabble board game which asks the players to play with words. The game helps the students find new vocabularies through a fun way.

Previous study about board game was conducted by Khotimah in 2012. The result of the study shows that there is positive and significant influence of the students’ response of scrabble game on their competence in arranging English vocabulary.

This research is conducted in SMPN 1 Kota Mojokerto. SMPN 1 Kota Mojokerto is selected because this game is used by the teacher in the school. The teacher informed the researcher that the students in the seventh grade get difficulty to memorize vocabularies. The teacher uses “What You Might Find” board game to help the students improve their vocabularies level. This is what leads the researcher to carry out this research. The analysis of teach vocabulary of the seventh grade in the middle school. The title of the research is “The Implementation of ‘What You Might Find’ Board Game as Teaching Media in Vocabulary Class Used by Teacher at SMPN 1 Kota Mojokerto”.

1.2 Research Problems

Based on the background study, the research problems stated as follows:

1. How does the teacher implement “What You Might Find” board game in teaching vocabulary?
2. What are the advantages of “What You Might Find” board game in teaching vocabulary?
3. What are the disadvantages of “What You Might Find” board game in teaching vocabulary?

1.3 Research Objectives

In line with the background above, this study aims to:

1. To find out about the way the teacher implement “What You Might Find” board game in teaching vocabulary
2. To find out the advantages of “What You Might Find” board game in teaching vocabulary
3. To find out the disadvantages of “What You Might Find” board game in teaching vocabulary

1.4 Scope of Limitation

The scope of this study is the analysis of the implementation of the specific “What You Might Find” board game in teaching vocabulary. This is only limited to the teacher’s point of view about the board game that she uses to teach vocabulary at SMPN 1 Kota Mojokerto.

1.5 Research Significance

The finding of this research is expected to give information about “What You Might Find” board game that can be implemented in teaching vocabulary. Vocabulary teaching is more fun with game, especially for students of middle school. It is hoped that the finding and result of this thesis could use as an reference in developing teaching creativity, especially in teaching vocabulary.

1.6 Definition of the Key Terms

It is necessary for the writer to define several key terms to avoid any vague ideas and misunderstanding on the research.

1. Vocabulary is the basic part and a key element to learn any language (Bakhsh, 2016)
2. Game is a tool to increase creativity with students (Petrovic, 2014)
3. Board games are games that use rules and components such as pawn or dice that can be played on a board (Tirtouotomo, 2015)
4. “What You Might Find” board game: board game that provides students opportunity to learn the meaning of modal auxiliary “might” and challenge the students to think creatively about possibilities of what might be in the various locations in the game (Bureau of Educational and Cultural Affairs United States Department, 2013).